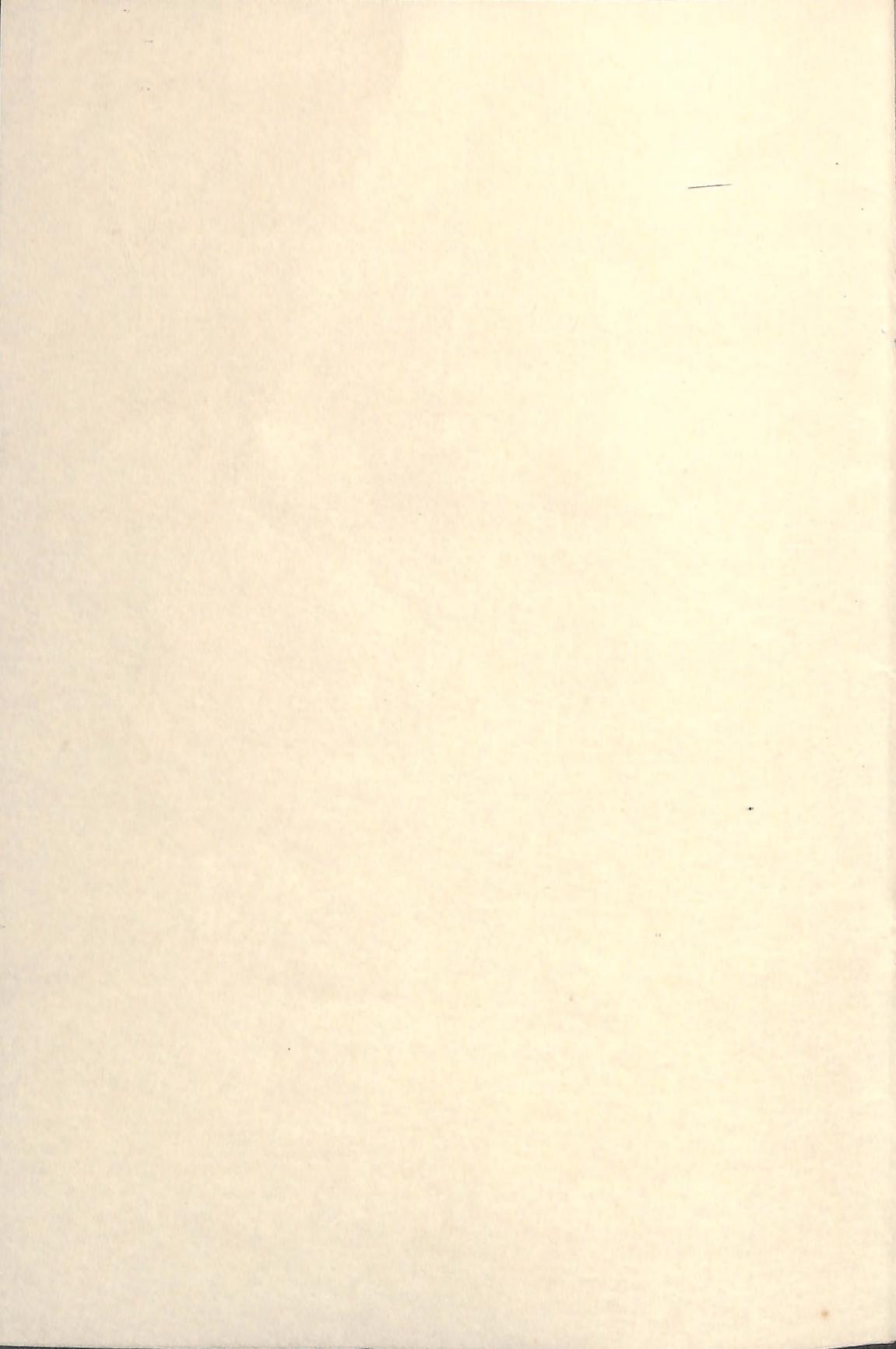


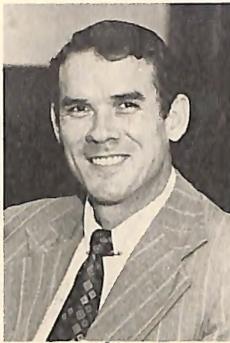
Gardner-Webb College

Graduate Catalogue

1981-82

Gardner-Webb College is an institution of the Baptist State Convention of North Carolina. The College seeks to enroll students from a variety of racial, economic, social religious and geographical backgrounds. Gardner-Webb College does not discriminate against applicants or students on the basis of race, sex, national or ethnic origin, physical handicap, or religion.





Gardner-Webb College

February 27, 1981

Dear Friend,

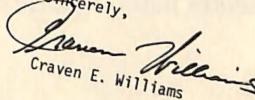
To introduce you to Gardner-Webb College with this sort of letter is a difficult assignment - you cannot describe a college. The pages which follow will tell you more about us, but not enough - you cannot outline a college. I hope you will talk with our people about the college - they are the college.

Gardner-Webb is a college of the liberal arts. We believe in the whole person whose profession is life-fulfilling. Creativity must be balanced by discipline, leadership by service, work by play, freedom by responsibility. Graduate education at Gardner-Webb College takes these principles to a new dimension.

Gardner-Webb is a college with a Christian commitment, because it believes that faith as well as learning makes the whole person. The college insists on a fearless, penetrating search for truth in all realms of knowledge, and while it denies no one the right to inquiry, it guarantees that the Christian faith will be given a forthright hearing.

We are eager to show you how this college can relate to your personal and professional goals.

Sincerely,



Craven E. Williams

Office of the President Boiling Springs, North Carolina 28017 Telephone 704-434-2361

Table of Contents

Academic Calendar—Graduate Program	3
General Information	5
Admission to Graduate Study	11
Academic Information	15
Student Life & Services	19
Major Programs of Study	24
Graduate Faculty	36
Board of Trustees	38
Index	39
Campus Map	40

Academic Calendar

Graduate Program 1981-82

Spring 1981

14 January	Wednesday, 6:00 PM—Registration for all students who have not pre-registered
15 January	Thursday—Classes begin
5-6 March	Thursday & Friday—Mid-term reports due
9-13 March	Monday-Friday—Spring recess
16 March	Monday—Classes resume
17-21 April	Friday-Tuesday—Easter recess
7 May	Thursday—Classes end
11-15 May	Monday-Friday—Final examinations
16 May	Saturday—Commencement

Summer 1981

11 June	Thursday, 6:00 P.M. Registration for all students who have not pre-registered
15 June	Monday—Classes begin
2 August	Friday—Classes end
1 September	Tuesday—Classes begin
15-16 October	Thursday & Friday—Mid-term reports due
19-20 October	Monday & Tuesday—Fall recess
26-27 November	Thursday & Friday—Thanksgiving recess
11 December	Friday—Classes end
14-18 December	Monday-Friday—Final examinations

Winter 1981

27 August	Thursday, 6:00 P.M.—Registration for all students who have not pre-registered
1 September	Tuesday—Classes begin
15-16 October	Thursday & Friday—Mid-term reports due
19-20 October	Monday & Tuesday—Fall recess
26-27 November	Thursday & Friday—Thanksgiving recess
11 December	Friday—Classes end
14-18 December	Monday-Friday—Final examinations

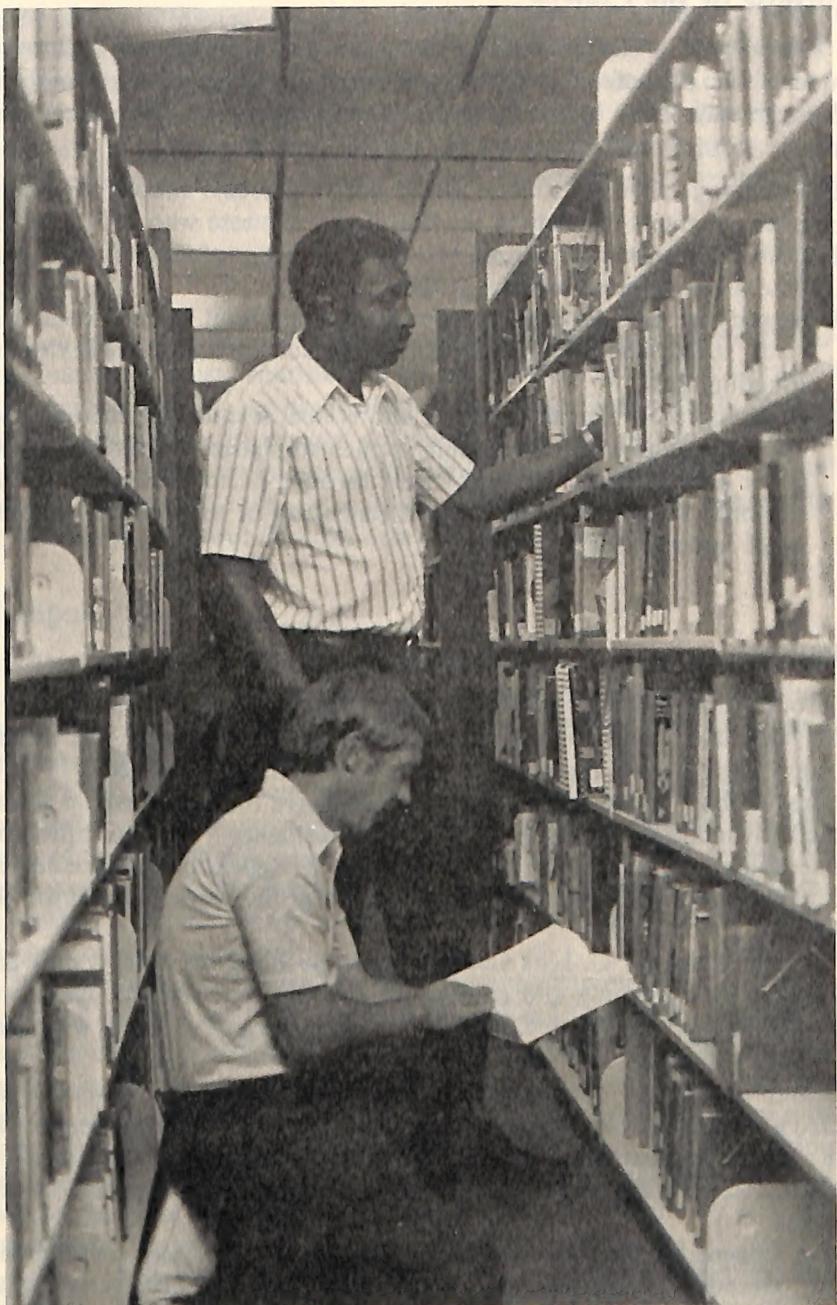
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Spring 1982

13 January	Wednesday, 6:00 PM—Registration for all students who have not pre-registered
14 January	Thursday—Classes begin
4-5 March	Thursday & Friday—Mid-term reports due
8-12 March	Monday-Friday—Spring recess
9-13 April	Friday-Tuesday—Easter recess
6 May	Thursday—Classes end
10-14 May	Monday-Friday—Final examinations
15 May	Saturday—Commencement

Summer 1982

10 June	Thursday, 6:00 PM—Registration for all students who have not pre-registered
14 June	Monday—Classes begin
6 August	Friday—Classes end



General Information

Purpose of the College

The purpose of Gardner-Webb College is to develop quality Christian students who think for themselves, and who will dedicate themselves to the Christian way of life in the vocation of their own choice. This overarching purpose is implemented through the pursuit of four goals:

1. Providing a liberal arts orientation for all students and offering complete programs of study in the liberal arts to those who desire them.
2. Offering students specialized professional, pre-professional, and graduate preparation in selected areas.
3. Identifying and serving the educational, spiritual, recreational, cultural, social, and economic needs of its students and others in the surrounding area.
4. Fostering those social, cultural, and ethical standards generally supported by evangelical Christianity (which emphasizes salvation by faith in the atoning death of Jesus Christ through personal conversion, the authority of the Scripture, the proclamation of the Gospel, and personal commitment to Christ).

History

From a movement initiated by the Kings Mountain Baptist Association in 1903, and later joined by the Sandy Run Baptist Association, the Boiling Springs High School, Incorporated, was chartered on December 2, 1905 as an institution "where the young . . . could have the best possible educational advantage under distinctive Christian influence." The institution became Boiling Springs Junior College in 1928, struggled through the depression years, and began to expand its enrollment and programs during the 1940s.

In 1942 Governor O. Max Gardner began devoting his energy, time and wealth to strengthening and guiding the school. That year the name was changed to Gardner-Webb College in honor of the governor, his wife Mrs. Fay Webb Gardner, and their families.

Philip Lovin Elliott began an 18-year period as president in 1943 and initiated a community-service concept of education. His tenure was marked by the college's admission into the North Carolina Baptist family of colleges in 1946 and accreditation by the Southern Association of Colleges and Schools in 1948.

Dr. Eugene Poston was selected president in 1961 and launched the ten-year "Decade of Advance" that resulted in the college's being granted full accreditation as a senior college in 1971.

Dr. Craven Williams was selected by the Board of Trustees to be the ninth president of the college. His administration began in 1976.

The Greater Opportunities for Adult Learners (GOAL) Program, an evening college academic program designed primarily for junior transfer students, was initiated in the fall of 1978.

The Board of Trustees of Gardner-Webb College received its first report on the proposed Master's program in October 1973. On August 31, 1979 the Full Board gave its final approval to the Master's program. The Faculty of Gardner-Webb College approved the program on August 30, 1979.

In November 1979 the Baptist State Convention of North Carolina gave approval for Gardner-Webb to begin a graduate program in education. A Master of Arts in Education program was implemented in the summer of 1980.

Location

Gardner-Webb is located in the Piedmont section of western North Carolina, one of the most beautiful and rapidly developing areas of our nation. Both Boiling Springs, the home of the college, and Shelby, a city of 17,000 which is seven miles to the east are experiencing this growth and development. The college is easily accessible, being located on N.C. 150, three miles from U.S. 74 and 13 miles from Interstate 85. Charlotte, the largest city in the Carolinas, is about 50 miles east of Boiling Springs.

Campus

A tract of over 200 acres has been used from the 1,200 available acres to accommodate the college campus. It is rolling land dotted with a variety of lovely trees and shrubs. Major academic and administrative buildings and facilities include the following:

The E. B. Hamrick Building: This building was built after World War I as a memorial to the young men of the area who had given their lives for the cause of freedom. It was destroyed by fire and rebuilt in 1940. In 1943 it was dedicated and named in honor of the late Mr. E. B. Hamrick, who stood by the college when the future looked dark. It houses an auditorium, a number of classrooms, and offices.

The Bost Physical Education Building and Swimming Pool: Named in honor of the late Mr. L. C. Bost of Shelby and in memory of Mrs. Jean Bost Gardner, it is located between Decker Hall and the athletic field. It is modern in every respect and contains one classroom, a first aid room, lockers, restrooms, showers, and team rooms. The olympic-sized swimming pool is heated and enclosed for year-round use. This facility is used during the summer to serve athletic and church-related encampments and to provide recreational programs for students from the community engaged in special learning programs.

The O. Max Gardner Memorial Fine Arts Center: Completed in the autumn of 1948, the building was constructed and furnished by the family of the late Ambassador O. Max Gardner and is a worthy memorial to a great man, who gave new life to the college and who believed in his native county. The first floor has a band room, music studios, practice rooms, and the Art Department. On the second floor is a lovely student lounge and music recital hall with approximately 3,000 square feet of floor space.

The Suttle Tennis Courts: Four courts, originally constructed in 1960, are named in honor of Mr. and Mrs. J. L. Suttle, Jr., and in memory of Mrs. J. L. Suttle, Sr., of Shelby, North Carolina. They were completely renovated and lighting was provided in 1976. Four additional courts were constructed in 1979.

The Webb Administration Building: The original structure was completed in the fall of 1960, and an addition was constructed in the summer of 1973. This building houses administrative offices, including those of the president and vice-president. The building honors the late Mrs. O. Max Gardner (Fay Webb) and her parents, grandparents, and great grandparents. It was made possible by the O. Max Gardner Foundation and is fully air-conditioned. Mrs. Gardner continued the work that her late husband loved—the promotion of Gardner-Webb College.

The A. T. Withrow Science Building: Named in honor of Mr. A. T. Withrow of Charlotte, a benefactor of the college, and occupied in the autumn of 1961, the building has facilities for biology, chemistry, physics, and geology. It also has a lecture room seating 150, seven offices, and a photographic laboratory.

The Charles I. Dover Campus Center: This two-story, air-conditioned building, containing over 40,000 square feet, was completed in 1966. It is named in honor of Mr. Charles I. Dover of Shelby, a long-time friend and benefactor of Gardner-Webb College. This building is multi-functional and features a student lounge furnished in honor of Mrs. Charles I. Dover. It contains the student cafeteria and faculty dining room, the college bookstore, and campus post office. The offices concerned with student services, the student government room, the student publications room, and recreational facilities are located here. The building also houses several faculty offices.

The Ernest W. Spangler Memorial Stadium: Completed in 1966, it includes a football stadium seating 6,000, a track, and a fully equipped field house. It is named in memory of Mr. E. W. Spangler, a Shelby business man, and in honor of his wife, the late Mrs. Verna Patrick Spangler. The field house is named in honor of Mr. V. F. Hamrick of Shelby, N.C.

The David Lindsay Classroom Building: This three-story, air-conditioned building was completed in 1967 at a cost of approximately \$275,000. It was made possible by the late Mr. David Lindsay and his wife, Mrs. Winfred Hubert Lindsay, of Rutherfordton. Classrooms and faculty offices occupy the entire building.

Webb-Knoll: The O. Max Gardner Foundation honored the late Mrs. Fay Webb Gardner by presenting this air-conditioned, five-bedroom home to the college for the use of the President and his family in 1968. It is located on a three-acre site in Riverbend Acres and has 5,000 square feet of floor space. Interior decoration initially was by Mr. Boyce Grindstaff of Grindstaff's Interiors, Inc., in Forest City, N.C.

The Suttle-Wall Tower of Light: The unique design of this tower represents the Trinity and Jesus as the Light of the World. It was built in 1969 in memory of Mr. Joseph Linton Suttle by Mr. and Mrs. J. L. Suttle, Jr.; and

Mr. and Mrs. Lloyd L. Lutz; and Dr. Zeno Wall by members of his family and friends, including men who entered Christian vocations under his ministry.

The Washburn Memorial Building: This brick structure was erected in 1941 by Mr. Seaton A. Washburn in memory of the Washburn families. It was first used as a library but is now being used for classrooms and faculty offices.

The J. R. Dover, Jr., Memorial Chapel: This graceful and inspiring structure, erected in 1972, completed the formal entrance to the campus. The exterior of the chapel with its prominent steeple serves as a reminder that Gardner-Webb is a college of the churches. The interior features a 336-seat auditorium, a conference room, and a Baptist Student Union area provided by the late Mr. T. R. Hendrix, Sr., and his wife, Mrs. Erline Welborn Hendrix, of High Point, N.C. The lower level provides space for three classrooms and seven faculty offices.

Radio Station WGWG: This 5,000 watt stereo FM educational station broadcasts over a radius of 50 miles and was made possible by the family of Mr. Lee Polk Frans of Hickory, N.C., as a memorial in his honor. WGWG began broadcasting in January 1974, at an assigned frequency of 88.3 Mhz. Studios are located on campus in the president's former home.

The John R. Dover Memorial Library: This building is named in memory of Mr. and Mrs. John R. Dover, Sr., pioneer industrialists of Cleveland County. The present building was erected in 1974. It is a three-story structure, fully carpeted and air-conditioned, designed to accommodate 150,000 volumes with seating for 565 students. The collection consists of more than 100,000 books and bound periodicals, audio-visual materials, phonograph records, microfilm, and microfiche. The holdings include several special book collections, the most notable being the libraries of the local post-Civil War author, Thomas Dixon, and the diaries and scrapbooks of the late Mrs. O. Max Gardner.

The Hubert M. Craig Memorial Classroom Building: This building is named in honor of Hubert M. Craig, Sr., of Gaston County, a trustee of Gardner-Webb College and an advocate of Christian Higher Education. Mr. Craig's widow, his son H. Max Craig, Jr., of Stanley, and two daughters, Mrs. Harry L. Davis of Lincolnton and Mrs. W. C. Hillingsworth of Charlotte, joined in naming this building.

Administrative Structure of the Graduate Program

Graduate programs are administered by the Director of Graduate Studies who serves as presiding officer of the graduate faculty and vice-chairman of the Graduate Council. The Council is responsible to the Graduate Faculty and makes regular reports of its proceedings and deliberations. The Graduate Council is responsible for the approval of programs, admission policies, graduate faculty, and procedures essential to the development and maintenance of a quality graduate program. The Council is chaired by an elected member of the Council.



Admission To Graduate Study

Admission to Graduate Study

Requests for application forms, reference forms and catalogs should be addressed to the Director of Graduate Studies. Completed forms are to be returned to the Director of Graduate Studies along with the application fee, which is not refundable.

When all credentials have been received, they will be forwarded to the Chairman of the department in which graduate study is to be done. The members of the graduate faculty of that department will evaluate the application, and the applicant will be advised by the Director of Graduate Studies as to acceptance or rejection. Because of the confidential nature of some items of information required for admission, the college reserves the right to reject any applicant without stating a reason.

Criteria for Admission

1. Class A North Carolina Teaching Certificate or equivalent.
2. Bachelor's degree from an accredited institution of higher education with a satisfactory grade point average.
3. Satisfactory test scores on any one of the following tests:
 - a. Graduate Record Examination
 - b. National Teachers Examination
 - c. Miller Analogies Test
4. Three (3) positive letters of evaluation.
5. A positive evaluation based on the personal interview with the appropriate academic department.

All five criteria will be used in the exercise of professional judgment concerning the applicant's potential to engage profitably in graduate study.

To apply for initial admission to graduate study the applicant will:

1. Submit an application form to the Director of Graduate Studies, Gardner-Webb College. A \$20 non-refundable processing fee is required.
2. Arrange for an official transcript of all previous academic work beyond the high school to be sent directly from each institution attended.
3. Arrange for submission of scores on either the Graduate Record Examination, National Teachers Examination (Common and Area examinations), or Miller Analogies Test.
4. Submit three professional references on graduate study reference forms.
5. Provide evidence of North Carolina Class A Teacher certification or equivalent.
6. Schedule a personal interview with the appropriate academic department.

These steps must be completed at least 30 days before the anticipated date of enrollment. The applicant will be notified whether he has been admitted unconditionally, provisionally, as a special student, or rejected.

Provisional acceptance may be granted to selected applicants who meet requirements for full admission to the program. A provisional student may

apply for regular status upon satisfactory completion of all provisions specified in his letter of acceptance.

A student may enroll as a special graduate student for the purpose of taking one course for professional development provided he is not seeking the M.A. He must obtain the approval of the professor teaching that course, the Chairman of the department in which that course is taught, and the Director of Graduate Studies. In addition, the student must complete the application form, pay the processing fee, and arrange for three professional references on graduate study forms to be sent to the Director of Graduate Studies.

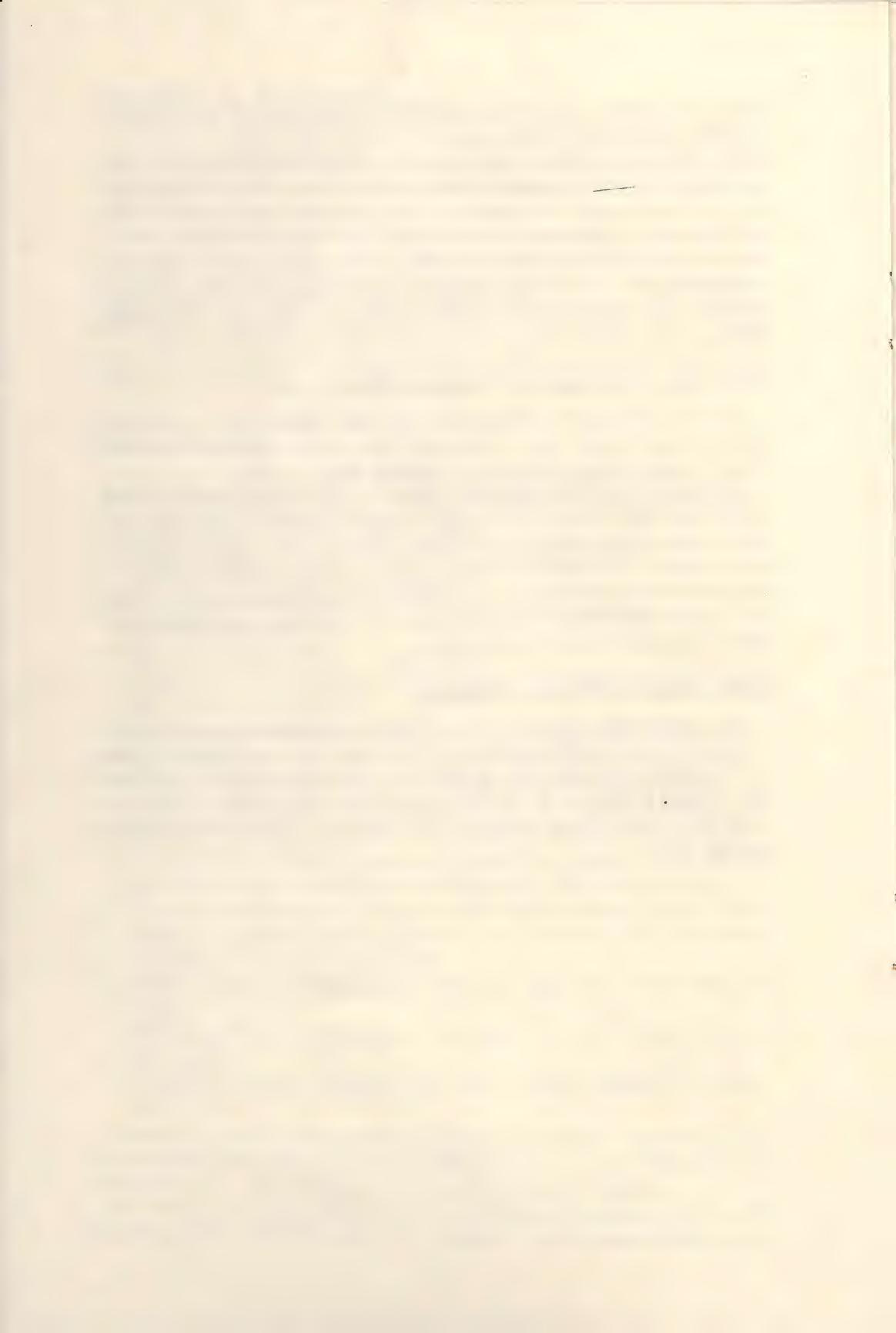
Transfer of Courses for Graduate Study

At the discretion of the Chairman of the major department, a maximum of six semester hours may be accepted from another accredited graduate school towards the requirements at Gardner-Webb College.

Students who earned a bachelor's degree in education at Gardner-Webb College may not transfer for graduate credit any 500- or 600-level course taken as an undergraduate if that course contributed in any way to the requirements for the bachelor's degree or the class A certificate. Senior or graduate level courses that did not contribute toward the bachelor's degree may, at the discretion of the Department Chairman, count toward the master's degree or class A certificate.

Readmission of Former Students

Any student who does not register for three consecutive terms (whether summer session or regular academic terms) must apply for readmission before resuming graduate work. All applications for readmission to graduate study should be filed with the Director of Graduate Studies at least three weeks before the opening of the term in which the student wishes to resume graduate study.





Academic Information

Academic Counseling

Each student admitted to graduate study is assigned a faculty advisor who assists the student in developing a program of studies.

Registration

Registration for new and returning graduate students begins in August for the fall term, in November for the spring term, and in April for the summer term. All graduate students will receive a registration packet in the mail shortly before the registration period begins, and they are urged to complete the process by mail.

Registration in the graduate program is considered a contract binding the student for charges for the entire term.

Late Registration. A student may register during the week following regular registration. A fee will be charged. Registration at a later time requires the permission of the Director of Graduate Studies, the Department Chairman, and the instructor of the course.

Dropping, Adding, and Changing Courses. Changes may be made with the approval of the Registrar, the Director of Graduate Studies, the Department Chairman, and the instructor(s) involved. A fee will be charged unless the change is requested by the administration.

Students may officially withdraw from a course at any time. The Registrar provides the necessary forms, and a fee is charged.

Academic Load

The normal full load is nine semester hours during the summer term and three semester hours during each regular semester.

Cost of Instruction

Current cost is \$56 per semester hour for graduate credit. The college reserves the right to change the cost per semester hour when the change is deemed necessary.

Grading System

The instructor's final estimate of the student's performance in a course is represented by the following grading scale:

	Hours Attempted Per Credit Hour	Quality Points Per Credit Hour
A Superior	1.....	4
B Satisfactory	1.....	3
C Passing	1.....	1
F Failing	1.....	0
I Incomplete	0.....	0
W Withdraw	0.....	0

An *I* is assigned when the course work is incomplete due to circumstances beyond the student's control. The student has until mid-term of the following semester to complete the work and remove the *I*; otherwise an *F* automatically will be assigned by the Registrar.

A *W* will be assigned when a student withdraws from a course.

Academic Dismissal

A student who receives one *F* may be dismissed from the graduate program. That student may, however, reapply for admission after one semester or summer term has elapsed.

Class Attendance Policy

Regular class attendance is an important student obligation and each student is responsible for all work conducted in class meetings. Class attendance policy is the prerogative of the professor. Within the first week of each semester, the professor will clearly state, in writing, the attendance policies which will govern the class.

Absence from class does not excuse the student from responsibility for class work. Planned class absences for official college business or foreseeable personal circumstances must be discussed with the professor prior to the absence and plans made for submission of course work missed.

Students in danger of failing to meet standards set for satisfactory class work due to excessive class absences will be notified by the professor, but it is the student's responsibility to be aware of absences from class.

Examinations and Reports

Final examinations are required in every course at the end of each semester. A student who does not take the examinations at the scheduled time will receive a failing grade in that subject unless excused by the instructor. If the student is excused, the grade will be recorded as Incomplete.

Grades will not be recorded if the student's account is in arrears unless satisfactory arrangements have been made with the Business Office.

Transcripts

The Registrar will furnish transcripts of credit on request. One official transcript is provided to each student without charge. Subsequent copies are \$2 each, and this fee should accompany the request.

No transcript will be issued until all the student's accounts have been settled satisfactorily.

Academic Appeals

Any student may appeal academic decision by first appealing to the instructor making the decision. If the problem is not resolved satisfactorily, the student may then appeal to the Department Chairman, the Director of Graduate Studies, the Graduate Council, and the President of the College

in that order. All academic appeals must be made in writing no more than eighteen months after the date of the decision being appealed.

Progress Review

When the student has earned between 15 and 21 hours credit, he should schedule a session with his advisor to review progress to date and work to be accomplished.

Comprehensive Examination

The Comprehensive Examination will be administered by the major departments two times yearly. Application to take the Comprehensive Examination must be made to the department chairman at least thirty days prior to the date of administration.

Application for Degree

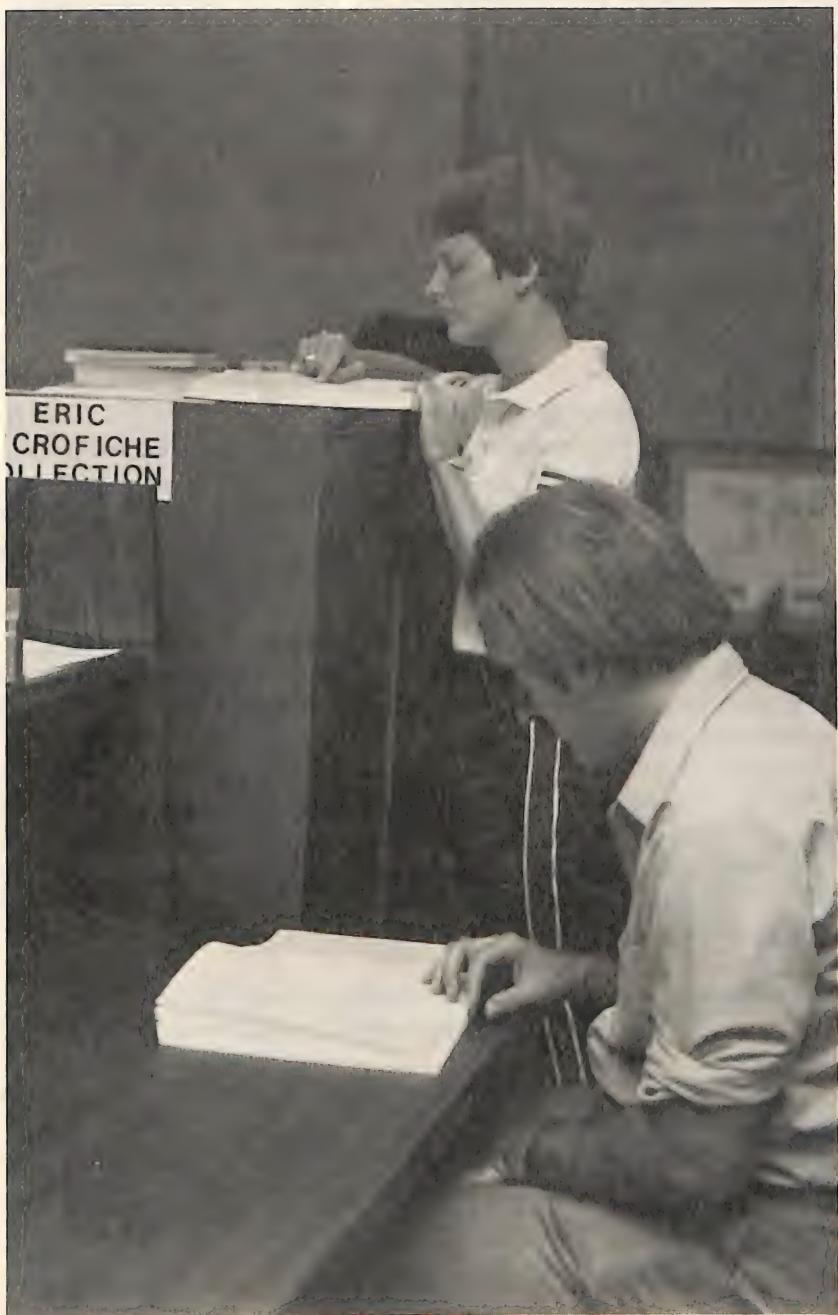
A student must apply for the Master of Arts in Education Degree in the Office of Director of Graduate Studies when he registers for his final term of graduate study.

Application for Graduate Certification

An application for North Carolina "G" certification must be filed with the Office of the Director of Graduate Studies. An application fee is required. Checks should be made payable to the North Carolina State Board of Education.

Commencement Exercises

Gardner-Webb College conducts commencement exercises two times per year, at the end of the spring semester and at the end of summer school. Each graduate must be present for rehearsal and for the conferring of degrees. The college is not obligated to grant a degree to any candidate for graduation who does not attend these exercises. Any exception to this policy must be approved in writing by the Director of Graduate Studies.



Student Life and Services

Graduate Student Representation on the Graduate Council

Under the Bylaws of the Graduate Faculty of Gardner-Webb College, one graduate student is elected annually to the Graduate Council. The election, held before the final meeting of the Council each academic year, is co-ordinated by the Director of Graduate Studies.

Campus Code

The Code of Conduct is an official part of Gardner-Webb College and gives life on our campus a special personality. We believe it represents values necessary for an open educational community. Students who enroll at Gardner-Webb agree to abide by this Code. The following activities could be considered to be in violation:

1. Dishonesty, such as cheating, plagiarism, forgery, or knowingly furnishing false information.
2. Theft or damage to property of Gardner-Webb College or a member of the college community.
3. Immorality, engaging in lewd, obscene or offensive behavior, speech or writing.
4. Use or possession of alcoholic beverages or drugs on campus or at college-related functions, or disorderly conduct on the Gardner-Webb College campus as a result of having consumed alcoholic beverages and/or drugs.
5. Gambling in all forms.
6. *Abuse—Physical or verbal abuse or undue humiliation, intimidation of others, or placing a person under any mental duress and/or fear of imminent physical danger is prohibited. Such activities shall not be directed to any member of the College Community nor any guest of the College Community on institutional premises or at College related activities.
7. Appearance—Men and Women—neatly and appropriately dressed at all times in keeping with the campus dress code with hair clean and well groomed.
8. Demonstration, riots, or disruptive behavior which interferes with the purpose of the college.
9. Disrespectful and/or insubordinate behavior, failure to respond to an official notice from an administrator or faculty.
10. Use, possession, or distribution on campus of firearms, explosives, fireworks, or knives.

NOTE: All cases resulting in suspension or dismissal are to be reviewed by the Executive Committee of the College.

*The student is advised that hazing in any form is prohibited as per North Carolina Statute: 14-35.

Publications

“The Web,” the college yearbook; “The Pilot,” the student newspaper, the Student Handbook; and “Reflections” are publications edited by the students of the college. “The Web,” the bi-monthly alumni publication, is distributed to alumni, parents and other friends.

Guidance and Counseling

Personal attention to the needs of the individual student has long been a hallmark of Gardner-Webb College. The Director of Counseling and College Minister are available for counseling services.

Career Planning and Placement

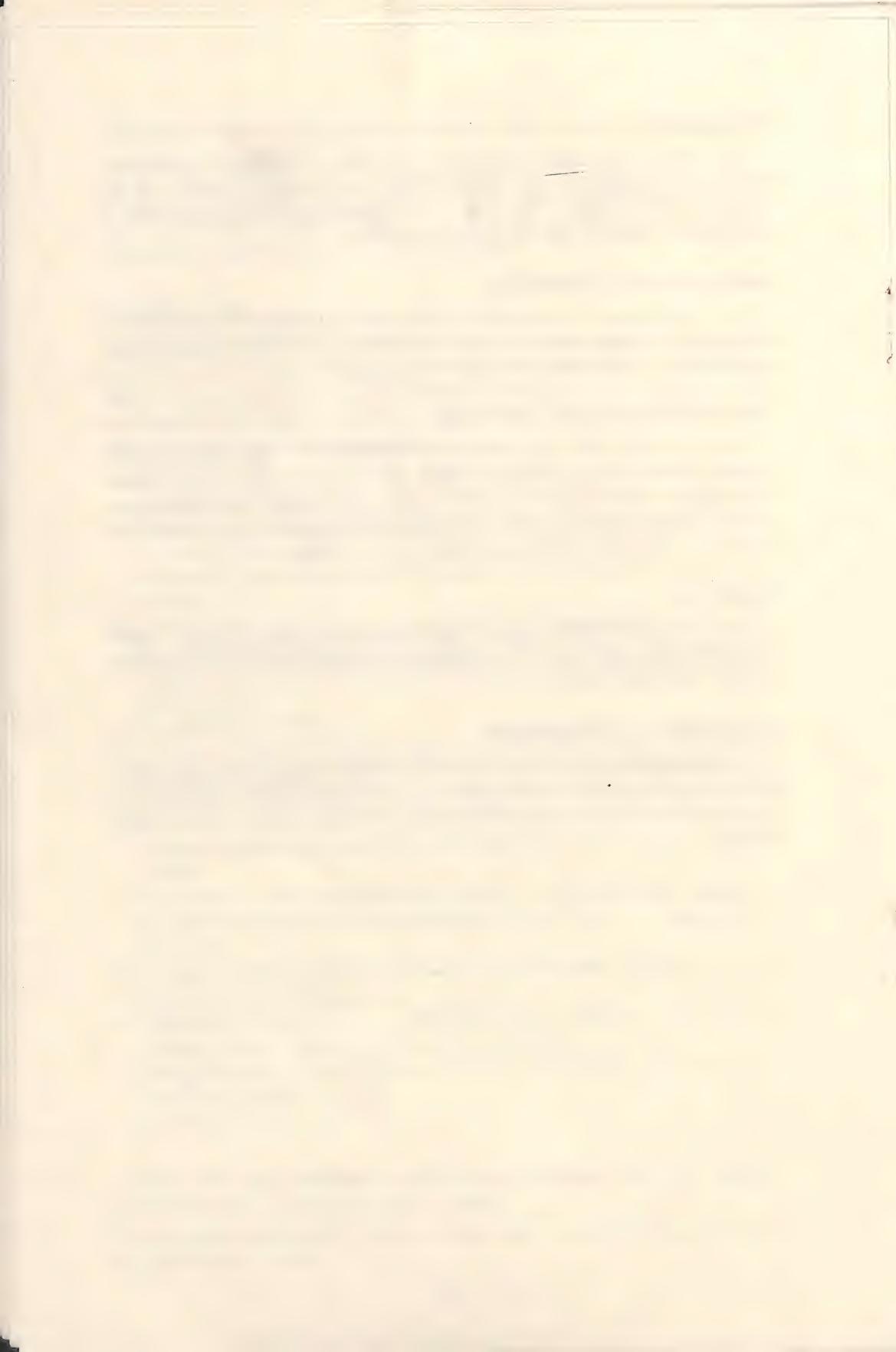
The Placement Office, located in the Development House, seeks to assist students in obtaining positions in their chosen fields. The Family Educational Rights and Privacy Act of 1974 provides the students may have access to their placement records under certain conditions and that files may be released only with the written permission of the student.

Bookstore

The College Bookstore, located in the lower level of the Charles I. Dover Campus Center, provides all the books and materials needed by the students for their courses of study.

Registration of Automobile

All automobiles must be registered with the Security Office during registration for classes. The current registration fee is \$10.00 for fall and spring semesters plus \$5.00 for the summer term. A decal is issued for each automobile.





Graduate Program

Major Programs of Study

Early Childhood Education and

Middle School Education

Early Childhood Education and Middle School Education

The Early Childhood Education and Middle School Education programs are especially designed for area public school teachers within commuting distance of Gardner-Webb College. Each two-year program was carefully designed to accommodate the employed teacher's schedule. The design of each program consists of thirty semester hours in three basic areas which include professional, instructional and subject content components. Middle school majors will be required to concentrate in one subject area: Language Arts, Science/Math, or Health and Physical Education. Upon completion of either the Early Childhood or Middle School Program, the student will be recommended by the Department of Education for the North Carolina *Class G* Teaching Certificate.

Program Goal

The major goal of the Master of Arts program at Gardner-Webb College is to offer capable students opportunities for advanced study and research in the fields of Early Childhood Education and Middle School Education. Emphasis will be on "quality teaching" which will be developed through the extension of advanced academic and professional training in a specialized field of study.

Program Objectives

In order to achieve the goal of the program, five major objectives have been formulated. These program objectives are designed to:

1. Provide advanced preparation in a specialized field of study.
2. Develop skills in analyzing various principles and theories of learning for classroom instruction.
3. Provide instruction to organize, implement and evaluate a wide range of instructional materials and methods of instruction.
4. Assist teachers in the development and implementation of diagnostic, prescriptive and evaluative skills for individualized instruction.
5. Develop competencies in the collection and interpretation of educational research as related to classroom instruction.

Purpose of the Graduate Program

The Master of Arts in Education Degree program is designed to enable educators to enhance their knowledge in their respective fields of study and to improve their professional skills. The program is specifically designed to

relate to the inservice needs of teachers in the areas of teaching and research.

The graduate of the Master of Arts in Education Degree program will possess those competencies essential to engaging in quality teaching and continuous self-improvement.

Teacher preparation is recognized throughout the college as one of the important functions of the institution. The undergraduate programs are accredited by the North Carolina State Department of Public Instruction, and have been approved by the Southern Association of Colleges and Schools. The college has an excellent record in placement of teachers in teaching positions.

Course Requirements for the Master of Arts in Education

I. EARLY CHILDHOOD EDUCATION

A. Professional Component (12 Semester Hours)

- Ed. 600 Foundations of Modern Education (3)
- Ed. 610 Curriculum Development (3)
- Ed. 620 Methods of Research (3)
- Psy. 600 Educational Psychology (3)

B. Instructional Component (9 Semester Hours)

- Ed. 615 Strategies in Teaching (3)
- Ed. 625 Diagnostic Procedures in the Teaching of Reading and Content (3)
- Ed. 685 Seminar in Early Childhood Education (3)

C. Subject Content Component (9 Semester Hours)

Choose any three (3) of the following:

- Ed. 500 Language Arts for Early Childhood Teachers (3)
- Sci. 520 Science for Early Childhood Teachers (3)
- Soc. 500 Social Studies for Early Childhood Teachers (3)
- Math 510 Mathematics for Early Childhood Teachers (3)
- Ed. 520 Cultural Arts for Early Childhood Teachers (3)
- Hea. 500 Comprehensive Health Education (3)
- P.E. 500 Current Trends in Elementary Physical Education (3)

II. MIDDLE SCHOOL EDUCATION

A. Professional Component (12 Semester Hours)

- Ed. 600 Foundations of Modern Education (3)
- Ed. 610 Curriculum Development (3)
- Ed. 620 Methods of Research (3)
- Psy. 600 Educational Psychology (3)

B. Instructional Component (6 Semester Hours)

- Ed. 615 Strategies in Teaching (3)
- Ed. 690 Seminars Middle School Education (3)

C. Subject Content Component (12 Semester Hours)

Choose *one* of the following areas:

		<i>Language Arts</i>
Ed.	515	Language Arts for Elementary School Teachers (3)
Ed.	625	Diagnostic Procedures in the Teaching of Reading and Content (3)
Ed.	630	Correcting and Remedial Procedures for Reading/Language Arts (3)
Ed.	635	Research in Reading/Language Arts Education (3)
		<i>Science/Math</i>
Sci.	525	Science for Elementary School Teachers (3)
Math	515	Mathematics for Elementary School Teachers (3)
Math	600	Diagnostic/Prescriptive Teaching of Mathematics in Science (3)
Sci.	605	Research in Science/Math Education (3)
		<i>Health and Physical Education</i>
P.E.	500	Current Trends in Elementary Physical Education (3)
Hea.	500	Comprehensive Health Education (3)
Hea.	531	Problems in Health Education (3)
P.E.	600	Physical Education for Special Populations (3)
Note:	600	level courses—graduate only
	500	level courses—advanced undergraduate and graduate

Course Descriptions

Ed. 500 Language Arts for Early Childhood Teachers

Advanced study in the classroom instruction of the language arts program in the early childhood curriculum.

Ed. 515 Language Arts for Elementary School Teachers

Advanced instruction in the classroom instruction of the language arts program in the middle school curriculum.

Ed. 520 Cultural Arts for Early Childhood Teachers

Methods of instruction for teaching art and music to the early childhood student.

→ Ed. 600 Foundations of Modern Education

An analysis of the historical, philosophical and societal interaction between the American social structure and the contemporary educational system.

→ Ed. 610 Curriculum Development

An analysis of the nature of curriculum and the relationship of curriculum design, implementation and evaluation to curriculum development.

Ed. 615 Strategies in Teaching

An examination of numerous strategies of instruction for the elementary school classroom. Actual field practice will be a major component of the course.

Ed. 620 Methods of Research

This course is designed to provide a background for the students in three major areas. These include (1) Science and the Scientific Method, (2) Research Techniques and (3) Research Methods. Areas such as statistical considerations, sampling, historical research, descriptive and analytical studies, and predictive methods will be explored.

Ed. 625 Diagnostic Procedures in the Teaching of Reading and Content Areas

This course will deal with a diagnostic-prescriptive approach to teaching and learning. The diagnosis will relate to (1) informal testing, (2) standardized tests and (3) criterion-referenced tests. The prescriptions for teaching will be directly related to the diagnostic data gathered from the testing. Tests and materials from reading and content areas will be used as a basis for identifying and planning for individual needs. *Pre-requisite Ed. 620.*

Ed. 630 Corrective and Remedial Procedures for Reading/Language Arts

This course is designed for methods and procedures to better cope with the corrective and remedial middle grade students in Reading/Language Arts. The methods and procedures will range from large group, small group, to individual needs of the students. *Pre-requisite Ed. 625.*

Ed. 635 Research in Reading and Language Arts Education

A course designed for analyzing and interpreting research on methods of instruction for classroom use in the areas of reading and language arts education.

Ed. 685 Seminar in Early Childhood Education

A conclusive seminar for discussion and close examination of controversial and futuristic issues in early childhood education. Within the course, a written and oral program examination will be given to each student.

Ed. 690 Seminar in Middle Education

A conclusive seminar for discussion and close examination of controversial and futuristic issues in middle school education. Within the course, a written and oral program examination will be given to each student.

Math 510 Mathematics for Early Childhood Teachers

Current trends in the mathematics curriculum, developing materials for use in the classroom, and strategies of instruction.

Math 515 Mathematics for Elementary School Teachers

Current trends in the mathematics curriculum, developing materials for use in the classroom, and strategies of instruction.

Math 600 Diagnostic/Prescriptive Teaching of Mathematics and Science

Diagnostic techniques and instruments, techniques of individualizing and evaluating instruction in mathematics and science.

Sci. 520 Science for Early Childhood Teachers

The course will include a study of the history of science education, current trends in teaching science and individual projects for teaching science in the early childhood curriculum.

Sci. 525 Science for Elementary School Teachers

The course will include a study of the history of science education, current trends in teaching science and individual projects for teaching science in the middle school curriculum.

Sci. 605 Research in Science and Math Education

Directed reading, analyzing and discussing educational research in the fields of elementary science and mathematics will be included in this course.

P.E. 500 Current Trends in Elementary Physical Education

A study of pertinent trends, programs, techniques, laws, and developments in physical education at the elementary school level.

P.E. 600 Physical Education for Special Populations

A study of implications for physical educators created by special student populations including mentally retarded, physically handicapped, gifted and talented, emotionally disturbed, and the elderly.

Hea. 500 Comprehensive Health Education

A study of the development process of a comprehensive health education program.

Hea. 531 Problems in Health Education

An intensive study of basic issues and the related literature in the health education field.

Soc. 500 Social Studies for Early Childhood Teachers

An analysis of methods of instruction for social studies in the early childhood curriculum. Human interaction and human behavior will be stressed in addition to experimental learning for informal and formal classroom instruction.

Psy. 600 Educational Psychology

An advanced study of the basic principles of classroom learning with emphasis upon the application of theory to practical situations. Special attention will also be given to fundamental testing practices and measurement concepts.

Reading Education

Reading Education

The Reading Education Program is especially designed for area public school teachers within commuting distance of Gardner-Webb College. In addition, the two-year program was carefully designed to accommodate the employed teacher's schedule. Basic design of the Reading Program consists of thirty semester hours in three academic areas which include professional, instructional and subject content components. The Professional core component will be identical to the Early Childhood and Middle School programs with course work in foundations, curriculum, psychology, and research. Subject content in Reading will include courses in diagnostic-prescriptive techniques, corrective and remedial procedures and organization and supervision skills for teaching reading in the public school. Upon completion of the Reading Education Program, the student will be recommended by the Department of Education for the North Carolina *Class G* Teaching Certificate (K-12).

Program Goal

The major goal of the Master of Arts Program in Reading at Gardner-Webb College is to offer capable students opportunities for advanced study and research in the field of Reading Education. Emphasis will be on "quality teaching" which will be developed through the extension of advanced academic and professional training in this specialized field of study.

Program Objectives

In order to achieve the goal of the program, five major objectives have been formulated. These program objectives are designed to:

1. Provide advanced preparation in the specialized field of Reading Education.
2. Develop skills in analyzing various principles and theories of learning for classroom instruction for developmental corrective and remedial programs in Reading Education.
3. Provide instruction to organize, implement and evaluate a wide range of instructional materials, methods, and testing instruments for instruction in the teaching of Reading.
4. Assist teachers in the development and implementation of diagnostic, prescriptive and evaluative skills for individualized instruction in the area of Reading/Language Arts.

5. Develop competencies in the collection and interpretation of educational research as related to classroom instruction to the teaching of Reading.

Course Requirements for the Master of Arts in Education

READING

A. Professional component (12 Semester Hours)

- Ed. 600 Foundations of Modern Education (3)
- Ed. 610 Curriculum Development (3)
- Ed. 620 Methods of Research (3)
- Psy. 600 Educational Psychology (3)

B. Instructional and Subject Component (18 Semester Hours)

- *Ed. 530 Reading Foundations (3)
- Ed. 625 Diagnostic Procedures in the Teaching of Reading and Content (3)
- Ed. 630 Corrective and Remedial Procedures for Reading and Content (3)
- Ed. 635 Research in Reading/Language Arts Education
- *Ed. 640 The Psychology of Reading (3)
- *Ed. 650 Organization and Supervision of the Reading Curriculum

Course Descriptions

↙ **Ed. 530 Reading Foundations**
This course is designed as an introductory course in reading. Basic skills in readiness, word recognition, comprehension, study skills and rate will be emphasized. Different approaches to the teaching of reading (basal, LEA, linguistics and ITA) will be analyzed.

Ed. 600 Foundations of Modern Education
An analysis of the historical, philosophical and societal interaction between the American social structure and the contemporary educational system.

↙ **Ed. 610 Curriculum Development**
An analysis of the nature of curriculum and the relationship of curriculum design, implementation and evaluation to curriculum development.

Ed. 620 Methods of Research
This course is designed to provide a background for the students in three major areas. These include (1) Science and the Scientific Method, (2) Research Techniques, and (3) Research Methods. Areas such as statistical considerations, sampling, historical research, descriptive and analytical studies, and predictive methods will be explored.

*Additional courses beyond Early Childhood and Middle School Program

Ed. 625 Diagnostic Procedures in the Teaching of Reading and Content Areas

This course will deal with a diagnostic-prescriptive approach to reading and learning. The diagnosis will relate to (1) informal testing, (2) standardized tests, and (3) criterion-referenced tests.

The prescriptions for teaching will be directly related to the diagnostic data gathered from the testing.

Tests and materials from reading and content areas will be used as a basis for identifying and planning for individual needs. *Pre-requisite: Ed. 620.*

Ed. 630 Corrective and Remedial Procedures for Reading/Language Arts

This course is designed for methods and procedures to better cope with the corrective and remedial middle grade students in Reading/Language Arts. The methods and procedures will range from large group, small groups, to individual needs of the students. *Pre-requisite: Ed. 625.*

Ed. 635 Research in Reading and Language Arts Education

A course designed for analyzing and interpreting research on methods of instruction for classroom use in the areas of reading and language arts education.

Ed. 640 Psychology of Reading

Psychological theories of learning will be discussed as applied to the teaching of reading. In addition, an analysis of the psychology of the reading process will constitute a major component of the course.

Ed. 650 Organization and Supervision of the Reading Curriculum

An in-depth study of the organizational and supervisory patterns of reading programs from the past to the present. Laboratory experience in a public school setting will be a major component of the course.

Psy. 600 Educational Psychology

Designed for in-service teachers, this course is an in-depth analysis of the psychological foundations of education. Emphasis will be given to theory and practice relating to cognition, motivation, individual differences, evaluation, and conflict management.

Health Education and Physical Education

Health Education and Physical Education

The Health Education and Physical Education program is designed for teachers within commuting distance of Gardner-Webb College. This program, designed to be completed in two years, was developed to accommodate the employed teacher's schedule. The primary focus of the program is "teaching excellence." The design of the program consists of thirty semester hours in three basic areas which include professional, instructional, and elective components. The program offers twelve hours of academic work which may be programmed to meet the needs of the individual student. Upon completion of the Health Education and Physical Education program, the student will be recommended by the Department of Health Education and Physical Education for the North Carolina *Class G* Teaching Certificate.

Program Goal

The goal of the Master of Arts in Health Education and Physical Education is to develop excellence in teaching through courses, research, experiences, and practices. Students may take a sequence of courses in Health Education or Physical Education.

Program Objectives

To attain the goal of the Master of Arts program in Health Education and Physical Education, the following program objectives are indicated:

1. To provide advanced preparation in the field of Health Education and Physical Education teaching.
2. To develop skills essential for research and investigation of various aspects of Health Education and Physical Education.
3. To develop skills and understandings of numerous methods, techniques, and approaches used in Health Education and Physical Education teaching.
4. To foster development of individual potentials for becoming optimally effective as Health Education and Physical Education teachers.

Course Requirements for the Master of Arts in Health Education and Physical Education

HEALTH EDUCATION AND PHYSICAL EDUCATION

A. Professional Component (6 Semester Hours)

Ed. 600	Foundations of Modern Education (3)
Ed. 610	Curriculum Development (3)

B. Subject Component

1. Required (12 Semester Hours)

HPE	602	Research in Health Education and Physical Education (3)
*PE	603	Scientific Principles of Physical Education (3)
*H	603	Helping Relationships for Health Science (3)
HPE	604	Teaching Strategies in Health Education and Physical Education (3)
HPE	606	Seminar-Future Directions in Health Education and Physical Education (3)

2. Select (6 Semester Hours from Major Track)

PE	500	Current Trends in Elementary Physical Education (3)
PE	501	Foundations of Physical Education (3)
PE	600	Physical Education for Special Populations (3)
PE	605	Practicum in Physical Education (3-6)
H	500	Comprehensive Health Education (3)
H	501	Drug/Alcohol Education (3)
H	502	Sexuality/Sex Education (3)
H	503	Advanced Driver Education (3)
H	531	Problems in Health Education (3)
H	604	The School Health Coordinator (3)

C. Electives (6 Semester Hours)

May be taken with faculty approval from remaining Education, Health Education, or Physical Education courses.

*Requirement dependent on major track

Course Descriptions

Ed. 600 Foundations of Modern Education

An analysis of the historical, philosophical, and societal interaction between the American social structure and the contemporary educational system.

Ed. 610 Curriculum Development

An analysis of the nature of curriculum and the relationship of curriculum design, implementation, and evaluation to curriculum development.

PE 500 Current Trends in Elementary Physical Education

A study of pertinent trends, programs, techniques, laws, and developments in physical education at the elementary school level.

PE 501 Foundations of Physical Education

An examination of the bases of physical education as a discipline with emphasis on curriculum development, philosophy of physical education, and principles of physical education.

PE 600 Physical Education for Special Populations

A study of the implications for physical educators created by special student populations including mentally retarded, physically handicapped, gifted and talented, emotionally disturbed, and the elderly.

PE 601 The Psychology and Sociology of Sports

An analysis of the psychological and sociological aspects of sport with an emphasis on understanding application of psychological and sociological principles as teachers and coaches and realizing the implications of such application.

HPE 601 Research in Health Education/Physical Education

A study and practice of research techniques used in health education/physical education designed to familiarize the student with a variety of resource materials and to provide the student with a research experience in a physical education area.

PE 603 Scientific Principles of Physical Education

A study of practical anatomical, physiological, biomechanical, and kinesiological principles and trends that are useful in teaching physical education.

HPE 604 Teaching Strategies in Health Education/Physical Education

An in-depth study of the development and utilization of innovative teaching strategies used in health education/physical education.

HPE 605 Practicum in Health Education/Physical Education

Visitations and on-the-job training with administrators in health education/physical education. A study of various problems and patterns which occur in schools as they relate to a K-12 health education/physical education program.

H 500 Comprehensive Health Education

A study of the development process of a comprehensive health education program.

H 501 Drug/Alcohol Education

Advanced study of the drug/alcohol use and abuse problem. Pharmacological, sociological, psychological, educational, and safety aspects of drug/alcohol use and abuse are stressed.

H 502 Sexuality/Sex Education

Advanced study of human sexuality. Included will be basic strategies for teaching sex education.

H 503 Advanced Driver Education

Advanced strategies and resources for teaching driver education and transportation systems.

H 531 Problems in Health Education

An intensive study of basic issues and the related literature in the health education field.

H 603 Helping Relationships for Health Science

A study dealing with human relations skill training using the Gazla Model as a base. Carkuff, Gordon, Glasser, and Purkey models will also be studied.

H 604 The School Health Coordinator

A study of the role and function of a school health coordinator in a comprehensive health education program.

Graduate Faculty

CRAVEN E. WILLIAMS, B.A., M. Div., D. Min.

President of the College

B.A. Wake Forest University; M. Div., Southeastern Baptist Theological Seminary; D. Min., Union Theological Seminary.

BARBARA N. BURKETT, Ph.D.

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B.S., North Carolina State University, Ph.D., Western Reserve University.

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A.A., Gardner-Webb College; B.A., M.A., Wake Forest University, Ph.D., University of North Carolina-Chapel Hill.

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B.S., Mississippi College; M.Ed., North Texas State University;

Additional Study, Western Kentucky University, Campbellsville College, University of Florida, Western Carolina University, University of South Carolina-Spartanburg.

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A.B. Meredith College

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B.Ed., M.Ed., University of Miami; Ed.D., University of Georgia.

JEANETTE WOODWARD, M.L.S.

Director of the Library

B.A. Wilmington College; M.L.S. Rutgers University; Additional Study, Seton Hall University

Gardner-Webb College

Boiling Springs, North Carolina 28017

ERNEST W. SPANGLER
MEMORIAL STADIUM

Campus Map

